

the gradual opening and strengthening of the highest faculties of man.

Now consider the value of a higher education.

- 1 As a safeguard to government.
  - 2 As a protector of home life.
  - 3 As a means of being true to one's self.
  - 4 As a conservator to truth.
- I The safeguard of government.

The principles of government are more widely understood today than they formerly were. Government means protection and safety to person and property.

It has been said that "ignorance breeds crime;" and we might add that in this country and in this age, "ignorance is crime." Accepting this principle we are accustomed to say, "the strength of our country is found in her free school system."

Long ago one of England's statesmen said, "In my humble opinion the noblest page on the statute book of England is that which says, no man shall be destitute. I wish to see a parallel page in the statute book which shall say, no man shall be ignorant." This thought led the poet Wordsworth to say:

"O for the coming of that glorious time,  
When, prizing knowledge as her noblest wealth  
And best protection, this imperial realm,  
While she exacts allegiance, shall admit  
An obligation on her part to teach  
Them who are born to serve her and obey;  
Binding herself by statute to secure  
For all the children whom her soil maintains,  
The rudiments of letters and inform  
The mind with moral and religious truth,  
Both understood and practiced, so that none  
However destitute, be left to droop,  
By timely culture insustained, or run  
Into wild disorder; or be forced  
Thru a weary life without the help  
Of intellectual implements and tools;  
A savage horde among the civilized,  
A servile band among the lordly free."

A better mind culture will give us more accurate views of the relation of each citizen to his government and to his fellow-citizens. The Roman philosopher, Seneca said, "As the soil, however rich it may be, cannot be productive without culture, so the mind without cultivation can never produce good fruit." When the common people have a greater intelligence or culture there is not the danger of popular tumults or civil uprisings as is experienced in the less cultured lands.

## II A protector of home life.

Home life does not depend upon the members of one sex only, but in this age we recognize more fully the mutual responsibilities and capabilities of the two sexes.

It required years to break down the barriers that interfered with the higher education of woman. Traditions and prejudices accumulated thru long centuries had to be overcome.

In the earlier years of the last century, Mr. King an American missionary spent some time in Syria and attempted to establish a school in Tyre for the education of the female population. He had about succeeded in his enterprise when one of the

leaders rose and said, "It is by no means expedient to teach women to read the Word of God. It is better for them to remain in ignorance, than to know how to read and write. They are quite bad enough as they are and with what little they do know; teach them to read and write and there would be no living with them." Of course these arguments were sufficient to prevent the establishment of the school.

It is not the over education of woman that so often makes her unfit for home, but a wrong education.

Hannah Moore said, "In character, as in architecture, proportion is beauty. The education of the present race of females is not very favorable to domestic happiness. For my own part, I call education not that which smothers a woman with accomplishments, but that which tends to consolidate a firm and regular system of character; that which tends to form a friend, a companion, and a wife. I call education, not that which is made up of shreds; but that which inculcates principles, polishes taste, regulates temper, cultivates reason, subdues the passions, directs the feelings, habituates to reflection, trains to self-denial, and more especially that which refers all actions, feelings, sentiments, tastes and passions to the love and fear of God."

A truly educated woman is appreciated by a truly educated man, and the combination of the two makes the real home life more secure.

## III A means of being true to one's self.

"To thine own self be true, and it must follow as the night the day thou canst not be false to any man." Shakespeare.

God honored man when he gave him the power to think, to think consecutively and until a definite conclusion is reached. Then certainly if we want to honor God's gift to us we will make the most of it our circumstances will allow.

Pythagoras, six hundred years B. C. said, "He that knoweth not what he ought to know, is a brute among men; he that knoweth no more than he hath need of, is a man amongst brute beasts; and he that knoweth all that may be known, is a god amongst men."

There is really no excuse for us not doing better than many of us do. Almost any one by right application may secure a practical education. "He who does the best his circumstance allows, does well, acts nobly, Angels could do no more."

A party of young girls were once together embroidering, when one of them brought in a guest. "I don't embroider, so I shall have to read to you or talk," said the newcomer. "Don't embroider!" cried one of the girls. "Why, what in the world do you do with yourself?" The girl had found so many other things to do in the world that she was at a loss for a moment. "Why I don't have time to embroider, I read." "Read! Dear me! I never read more than two books a year. I don't have time to read." For people of comparative leisure to assert that they

cannot do what they would like because they have no time seems absurd. We need not become discouraged because we cannot learn all that is to be learned.

Sir Isaac Newton, a little before his death said, "I do not know what I may appear to the world; but to myself I seem to have been like a boy playing on the seashore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, while the great ocean of truth lay all undiscovered before me."

The real need of a better education and wider knowledge is felt perhaps most by those who have received enough of it to recognize its value, while on the other hand those who place least value upon it and offer strongest opposition to it are the ones who themselves have received the least of it. It is the inherent dignity of the human being that makes the real educator feel the sentiment of Thompson who said:

"Delightful task! to rear the tender thought,  
To teach the young idea how to shoot,  
To pour the fresh instruction o'er the mind,  
To breathe the enlivening spirit and to fix  
The generous purpose in the glowing breast."

## IV—As a conservator of truth.

Every day the world's fund of knowledge is being increased thru the discoveries of the trained scientist or the skilled specialist. If these discoveries do not always agree with our former ideas of truth, it is not for us to deny the reality of the discovery without proof, but to have minds so cultured that we can receive a truth, place it in its proper relation to God and His universe and thus strengthen instead of weaken faith. There is nothing in a higher education in a successful intellectual life that is incompatible with the religion of God.

A few years before his death Daniel Webster was asked by a friend to specify what one thing he had met with in his life which had done most for him or contributed most effectively to his success. He replied, "The most fruitful and elevating influence I have ever seemed to meet has been my impression of obligation to Almighty God."

And there is nothing in a really scientific life that is dangerous to religious truth. Laplace, the great French scientist of the last century occupied himself with the sublimest truths of astronomy for no better purpose than to deny the existence of God. Not long before his death however, he intimated to professor Sedgwick a great change of opinion. Having spoken to him on the religious character of our endowments, Mr. Laplace added, "I think this right and on this point I deprecate any great organic changes in your system; for I have lived long enough to know, what at one time I did not believe, that no society can be upheld in happiness and honor without the sentiments of religion."

A few weeks ago the papers reported the arrival in America of Lord Kelvin, who by common consent, is the greatest scientist alive today. His first public address was